

UDC 37

**ACADEMIC COUNSELING SKILL OF LECTURERS –  
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**Abstract.** The content of the paper focuses on analyzing theoretical background and current status of the lecturers' academic counseling skill: counseling skills for students about studying methods in higher education; counseling skills for students in scientific research; career counseling skills for students; counseling skills for students to implement internal rules and regulations. On the basis of the research, the author of the article proposed some recommendations for developing academic counseling skills for lecturers – advisors in universities, thereby improving the quality of academic counseling for students.

**Keywords:** Academic counseling skill; Advisors; Status; Career guidance; University; Vietnam.

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Academic counseling is application of counselors' knowledge and experience on developing an open, honest, trusting relationship to exchange information, to provide solutions, to help students solve the difficulties that they encounter in learning, scientific research, vocational guidance, implementation of internal rules in order to accumulate sufficient system of subjects in accordance with the order of the program.

**1.2. Subject and methodology**

We conducted a survey including 160 lecturers - academic advisors, 992 students of 5 universities: Hanoi University of Education; University of Social Sciences and Humanities – Hanoi National University; 3 schools under Thai Nguyen University: University of Information and Communication Technology, University of Education; Nong Lam University.

To study the current status of the lecturers' academic counseling skills of advisors in Vietnam, we used the following research methods: questionnaire survey, in-depth interview method, mathematical statistical methods.

The questionnaire surveys were processed by percentage and mean scores. We designed questionnaires with 5 levels: good, fair, moderate, weak, low by 5 points: 5,4,3,2,1. Distance value = 0.8. The results of the study are as follows:

**1.3. The results of research on the current status of the lecturers' academic counseling skill – academic advisors in Vietnamese universities.****1.3.1. Current status of counseling skill for students about learning methods in universities**

The counseling skill for students to develop a credit-based learning method is the application of counselors' knowledge and experience on developing a trustworthy relationship and standards to exchange information, to give out solutions in order to help students develop a positive learning method that suits with the credit studying activities. We have investigated the status of counseling skill for the student about studying methods. The results are shown in Table 1.

Table 1

**Current status of the counseling skill for the student about studying methods**

No	Contents	Teachers were valued by themselves		Students assessed teachers	
		X	Mean	X	Mean
1	Reading and writing methods	4.33	1	3.71	2
2	Asking method	4.23	4	3.64	4
3	Listening method	4.28	2	3.72	1
4	Memory method	4.21	5	3.54	9
5	Using dictionary and information technology in studying	4.17	6	3.55	8
6	Method of expressing ideas	4.16	7	3.56	7
7	Method of system approach	4.04	9	3.54	9
8	Method of research in the group, interaction, and cooperation	4.28	2	3.70	3
9	Method of thinking diagrams in learning	4.06	8	3.59	6
10	Method of self-evaluation and self-assessment	4.04	9	3.60	5

**Comments:** In general, we see that the counseling skill for students on the method of learning that teachers assess quite well in the contents that related to traditional learning activities: reading and writing methods; and then listening method; the method of research in the group, interaction, and cooperation and method of asking. The content of the counseling skill of teachers, counselors are not good in counseling for students about the learning method, whereby: the method of system approach; the method of self-evaluation and self-assessment; the method of thinking diagrams in learning [1]. On the side of students, they assessed teachers' counseling skill about the learning method at a good level in some contents: the listening method; the reading and writing method; and the method of research in the group, interac-

tion, and cooperation. The contents of which, according to students, are not good for the teachers' counseling skill, which are: the method of memory; the method of system approach; the method of using dictionary and information technology in studying.

**1.3.2. The counseling skill for students in scientific research**

The counseling skill for students to develop a credit-based learning method is the application the experience and knowledge of the credit-based academic counseling on the developing of trustworthy relationship, standards, and exchange information to give out solutions to help students have the interesting and have the scientific research skills. The level of the counseling skill for students about scientific research activities is shown as follows:

*Table 2*

**Current status of the counseling skill for students in scientific research**

No	Contents	Teachers were assessed by themselves		Students assessed teachers	
		X	Mean	X	Mean
1	Analyzing for students to see the importance of scientific research	4.34	1	3.82	1
2	To analyze the developing trend of society, specialized science, and current issues so that students select the appropriate research topic	4.16	4	3.72	3
3	Analyzing for students to understand the requirements, responsibilities, and interests of students in scientific research	4.31	2	3.80	2
4	Consulting students to contact organizations and individuals when carrying out the study	4.11	5	3.67	4
5	Advising students to participate in young creative contests	4.00	6	3.57	6
6	Advising students to anticipate the difficulties and how to solve the problem when carrying out research projects	4.20	3	3.64	5

In general, we see the contents that lecturers – counselors at the universities have the "good – very good" counseling skill according to the teachers' self-evaluation at the highest level on the average scale: The first is the analyzing for students to see the importance of scientific research, the second is the analyzing for students to understand the requirements, responsibilities, and interests of students in scientific research, and then it is the content: advising students to anticipate the difficulties and how to solve the problem when carrying out research projects. The content that teachers – academic advisors at the universities have not good counseling skills is "consulting students to participate in the contest of young creation" and content "consulting students to contact organizations and individuals when carrying out the research project". According to the students' assessment of the teacher's counseling skills in scientific research activities, the contents of which teachers have good counseling

skills are the following contents: Analysis for students to see the importance of activities scientific research; Analysis for students to understand the requirements, responsibilities, and interests of students in scientific research; To analyze the development trend of society, specialized science and current issues so that students select the appropriate research topic. The contents that according to students assess the teachers' counseling skill not good are: Consulting students to participate in the contest of young creation; advising students to anticipate difficulties and solutions when implementing scientific research projects; consulting students to contact organizations and individuals when carrying out the study [2].

**1.3.3. Current status of career counseling skills for students**

The counseling skill for students about the credit-based learning method is the application the experience and knowledge of the credit-based academic counseling on the de-

veloping of trustworthy relationship, standards, and exchange information to give out solutions to help students have the proper career orientation and suit for themselves [3].

We have investigated the current status of vocational counseling skills for students of teachers – academic advisors at universities. The results are shown in Table 5.

*Table 3*

**Current status of career counseling skills for students**

No	Contents	Teachers were assessed by themselves		Students assessed teachers	
		X	Mean	X	Mean
1	Consulting to select the specialized subject (if any)	4.00	6	3.51	5
2	Introducing students to apply for jobs	4.34	2	3.58	3
3	Introducing the requirements of the characteristics of the profession and the level of training	4.44	1	3.63	1
4	Consulting students to study issues related to state policies and laws relating to trained careers	3.95	7	3.55	4
5	Counseling students to complement the practical knowledge and the necessary skills to integrate into the work environment after graduation	4.16	3	3.60	2
6	Advising students on employment information channels	4.05	4	3.44	7
7	Advising students on the skills that they need to find a job, such as how to write a resume and job application, the skills they need to interview and communicate with interviewers.	4.01	5	3.46	6
8	Counseling students to study second degree	3.66	8	3.37	8

**Comments:** In general, we see the contents that lecturers-counselors at the universities have the "good – very good" counseling skill according to the teachers' self-evaluation at the highest level on the average scale: The first is "introduce the requirements of the characteristics of the profession and the level of training"; the second is the "introduce students to apply for jobs"; and then is the "counseling students to complement the practical knowledge and necessary skills to integrate into the work environment after graduation". The content that teachers – academic advisors at the universities have not good counseling skills is the "Consulting students

to study issues related to state policies and laws relating to trained careers"; the content of the consulting to select the specialized subject (if any) and the content of the "advising students on the skills that they need to find a job, such as how to write a resume and job application, the skills they need to interview and communicate with interviewers". According to the students' assessment of the teacher's counseling skills at the good level in the contents: the introducing the requirements of the characteristics of the profession and the level of training; the counseling students to complement the practical knowledge and the necessary skills to integrate into the

work environment after graduation; and the introducing students to apply for jobs. The contents that according to students assess the teachers' counseling skill not good are more complex contents such as the Counseling students to study second degree; the advising students on employment information channels; and the advising students on the skills that they need to find a job, such as how to write a resume and job application, the skills they need to interview and communicate with interviewers.

**1.3.4. Current status of counseling skills for students to implement internal rules and regulations**

The counseling skill for students to implement internal rules and regulations of the school is the use of the experience and knowledge of the credit-based academic

counseling on the developing of trustworthy relationship, standards, and exchange information to give out solutions to help students to implement internal rules and regulations of the school. Finally, we went to investigate the status of counseling skills in implementing the internal rules and regulations. And, the results we get are shown in Table 4.

Analyzing the opinions of the academic advisor staff, we see that "*In the consultancy activities for students, we are particularly interested, pay attention to the implementation of internal rules and regulations. In this issue, we regularly remind the students to sign a commitment not to violate the internal regulations of the faculty and the school*". The counseling skill level of for a student to implement the internal rules and regulations is shown in detail in Table 8.

Table 4

**Current status of counseling skills for students to implement internal rules and regulations**

No	Contents	Teachers were assessed by themselves		Students assessed by teachers	
		X	Mean	X	Mean
1	Studying about students' profile	4.10	8	3.75	8
2	Understanding the process of implementing regulations, regulations of students	4.15	7	3.78	6
3	Studying students' directory and manual	4.10	8	3.65	9
4	Taking a look at the training	4.41	2	3.84	4
5	Explaining questions that students ask	4.36	4	3.82	5
6	Understanding the process of reward and discipline students	4.32	5	3.86	3
7	Advising students about the observance of internal rules and regulations	4.41	2	3.88	1
8	Coordinating with organizations and individuals in advising on the observance of internal rules and regulations of students	4.25	6	3.78	6
9	To orient students to implement the rules and regulations of the school	4.43	1	3.87	2

The counseling skill for students to implement internal rules and regulations on

each content is expressed differently. In general, we see the counseling skills for students

to implement internal rules and regulations of teachers and academic advisors according to the self-assessment of teachers and the evaluation of the students have similarities. Expressions: The teachers mainly perform well in simple contents, such as Orienting students to implement the internal rules and regulations of the school; understanding the process of reward and discipline students, consulting students on the observance of internal rules and regulations. The contents are more complex such as studying students' directory and manual; understanding the process of implementing regulations, regulations of students, that is not effective.

**Conclusion**

Based on the survey on the status of academic counseling skills of teachers – academic advisors at universities, we found that: In general, the majority of counseling skills of teachers and academic advisors are quite good. In particular, the level of consultancy of each content is different. The contents, that teachers and academic advisors can consult very well, are simple, but in the more complex contents, they are not really effective.

In order to improve the quality of the academic counseling activities offered by faculty – academic counselors at universities, we have a number of suggestions:

*For universities:* It is necessary to strengthen training courses about counseling skills for teachers – academic advisors. Training methods should be strengthened in practice and case study; Need to use the advisory management software of faculty – academic advisor; Equipped with working rooms with facilities: Internet, computer, printer, telephone to ensure the conditions for academic advisor to work; Need to develop policy framework relating to advisors; It is necessary to strengthen the feedback of stu-

dents about activities of advisors; After each school year, it is necessary to hold a conference to find the best method to ensure the quality of advisors for students.

*For advisors:* In order to improve their counseling skills, advisors need to be aware of the advisor's mission, be ready to change the habits, the way to communicate with students to create a friendly atmosphere when chatting. This is the driving force behind the manifestation of skills in the counseling process. Actively participate in training courses on counseling skills for advisors; Need to have a diary of advisors' activities. These difficult situations can consult with stakeholders to give out the best solution; encourage meetings with students to understand the needs of their counsel, from which to take appropriate measures.

*For students:* To properly understand the role and tasks of advisors are to support and assist students in adapting to the form of credit-learning; Understanding the problem that they are experiencing and boldly, proactive in finding the advisor for advice. There should be feedback on the consultancy activities of the advisor to adjust timely.

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